

Tulsa Public Schools Collaboration Compact:

A collaboration to transform public education in Tulsa, Oklahoma

Purpose:

In the interest of providing all students and families within the geographical boundaries served by Tulsa Public Schools improved schools and broader choice, we are inaugurating a new culture of collaboration between district and charter schools. This Collaboration Compact ("Compact") commits Independent School District No. 1 of Tulsa County ("Tulsa Public Schools" or "the District") and the undersigned charter schools to improve the ways they will work together with and influence each other for the benefit of all students within the District's boundaries and to ensure that all children have access to high-quality public schools. We recognize that this Compact requires trust, mutual respect and close collaboration between our respective schools and systems. In establishing the Compact, we recognize that we have more in common than not. Though the Compact represents the beginning of our new relationship, we believe that we have created an agreement that will lead to tangible, significant results for students, families and our District.

In particular, we envision that this compact will allow for seamless transitions for District students transferring to/from charter schools, that charter schools will have adequate and affordable facilities, and that each schools' workforce will be strengthened by ongoing and collaborative relationships that prioritize and normalize the sharing of best practices, professional development and lessons learned. It is the responsibility of all parties to provide oversight in a way that protects the public investment in public charter schools, transparently communicate expectations for each school, and preserves the autonomy of each school while honoring state charter school laws, including assuring openness to all eligible students.

Recitals:

In designing the Compact, the following principles guided its creation:

- We recognize that high performing schools prepare all students for college and career by providing them highly effective instruction in every classroom, every year; a safe learning environment; and a focus on the whole child that supports student achievement and engagement.
- We recognize that public charter schools are public schools sharing deeply and directly in this mission.
- We recognize that high performing schools are not defined by their governance structure.
- We are committed to every public school in Tulsa being a high performing school.

Our Commitments:

Collaboratively undertaking to build a system of high performing public schools throughout the District, we, the undersigned, therefore pledge:

1. To rely on, cultivate, develop, and support highly effective school leaders and teaching professionals.
2. To actively share best practices and necessary student data to support new high-performing, student-centered schools.
3. To work and assist each other in partnership through the Compact effort to provide an excellent education for all students.
4. To empower parents by offering meaningful choices for students and develop creative ways to engage families in the design and success of their school.

To facilitate and oversee the work of this Compact, the undersigned parties will appoint representatives to a Compact Workgroup that shall meet on a monthly basis regarding the implementation of the Compact. The attached exhibit (Exhibit I) details the timeline and sequencing of the Compact priorities and goals.

In the event there is a conflict between the Compact and a Charter School contract, the language within the Charter School Contract shall control. Likewise, to the extent that there are obligations flowing to or from “charter schools” or “public charter schools” in this agreement, they are intended to pertain solely to those charter schools who are signatories of the Compact.

Commitment One

Effective Teachers and Leaders: Rely on, cultivate, develop, and support highly effective school leaders and teaching professionals.

1. 1 Joint Commitments:

Create innovative partnerships to recruit, develop, and retain highly effective teachers and school leaders, including, but not limited to, collaborations made possible through the District's Urban Education Pipeline Program, traditional teacher preparation programs and Teach for America.

Create a team of instructors and principals who are deemed highly effective based on their evaluation data from both charter schools and other public schools to take part in formal and engaging exchange programs to become the most informed collaborators in the District, taking a leading role in planning and directing an annual Shared Practices Summit.

Participate fully in the District’s value-added estimation system and ensure the necessary student-teacher linkages to generate both teacher and school-level value added reports. Ensure transparency and publicly accessible reporting of school-level value added results and share with compact partners aggregated or otherwise non-personally identifiable teacher-level reports.

Collaboratively develop a common understanding and definition of teacher and leader effectiveness which includes a standard process for sharing the teacher/leader effectiveness evaluation rubrics being used by the District and charters. Commit to discussing the possibility of determining certain common quantitative measures that each school would incorporate into its teacher/leader effectiveness evaluation process.

Proactively share, as feasible, professional development opportunities and recruitment resources, at minimal or at no cost to the other party, including but not limited to opportunities to participate in the Tulsa Public Schools monthly Principal Leadership Conferences, KIPP's School Leadership Training Program, Lighthouses' Leadership Training Program, and TSAS' Leadership Program.

A former District-employed teacher who is employed by or teaching at a charter school shall not lose any right of salary status upon returning to the District to teach, and these salary protections shall accrue to any teacher who leaves the District and returns to a charter school.

1.2 Charter Commitments:

Provide information within the school's annual reports detailing teacher recruitment efforts/strategies and results, completed and prospective professional development initiatives, teacher/leader evaluation processes, and other effectiveness practices for the purposes of collaborative district-charter learning and continuous improvement.

1.3 District Commitments:

Allow public charter schools to District staff openings web-site and invite charters to have booths at the District's teacher recruiting events. Any charter school staff openings listed on the District's website or at a booth at the District's teacher recruiting events, there must be a clear and conspicuous written statement that the charter school is a separate legal entity, the Districts has no control over charter school hiring decisions, and employment with a charter school is not employment with the District.

Commitment Two

Sharing of Information: Actively share best practices and necessary student data to support new high-performing, student-centered schools.

2.1 Joint Commitments:

Consistent with federal and state law, collaboratively define "highly effective schools," "low-performing schools" and "failing schools" based upon clear, multiple measures, such as student achievement, student growth measures such as value-added estimates, school culture, college readiness, and courageous goals. Ensure that the definition is accessible and understandable to all

relevant stakeholders so that it can be used to improve communication and parent-friendly information regarding all public schools in Tulsa.

Organize, plan and hold annual open house days for the 5 most "highly effective" schools in the District's geographic boundaries, and agree that teams of teachers and leaders from the 5 most "low-performing schools" will visit the most "highly effective" schools. When appropriate, consideration will be given in relation to comparable school size, geographic location, and student population served.

Accept a mutual obligation to create highly effective schools and to pursue accountability across all schools in the District, including rewarding and supporting "highly effective schools," and ensuring that failing schools are restructured, replaced or closed when not meeting expectations, whether District or Charter.

Identify and actively share demonstrated best practices with each other, including the sharing of best practices within the schools' annual reports and a Shared Practices Summit (costs to be shared equitably). Support efforts to introduce and scale such practices as appropriate. Create formal avenues and a process of exchange between and among these public schools.

2.2 Charter Commitments:

In accordance with Oklahoma Stat. tit. 70, § 3-140, serve the same cross-section of students in the District's public schools by actively recruiting underserved students in the following categories as appropriate:

- a. Students with exceptional educational needs
- b. Students who are English Language learners
- c. Students in other underserved or at-risk populations
- d. Students transitioning out of alternative schools.

Admit and serve all eligible students without regard to academic levels or ability and ensure that all school policies reflect this obligation.

Partner with the District to implement a common and coordinated choice enrollment system, including common deadlines and waitlist processes, and as feasible, student applications and enrollment forms.

Charter schools may choose to operate under a geographic Academic Enterprise Zone in order to serve neighborhoods with greatest need, collaborating with the District to analyze need (including grade configuration in an area) and aligning with District goals and District feeder patterns.

Consult with the District to identify opportunities to add needed capacity or meet identified high priority needs.

Review and ensure that charter school policies allow for mid-year entry students in accordance with state law.

Ensure transparency and publicly accessible reporting of student demographic, achievement, and mobility data, discipline, exceptional education, English language learners to the extent permitted by federal and state statute.

Through electronic portals, develop and share resources such as, data templates, student tracking systems, lesson plan templates, professional learning community protocols and templates, long-term planning documents, etc.

2.3 District Commitments:

As a first priority of the compact signatories, provide full and expedient access to data concerning the students served by a charter school, whether in the District's data warehouse or student information system, including but not limited to: cumulative files, general student enrollment data, test results, gifted/ELL/Special Ed status and IEPs.

Include charter schools in the long-term strategic plans of the District including, but not limited to, student assignment planning and facility usage.

Provide full and expedient access to student directory information, as allowed under federal and state law, regarding upcoming students' data,

Identify point persons in each Department or Office who interact with and serve public charter schools in order to promote and sustain the intent of the Compact. Seek and incorporate charter schools' feedback on the quality and performance of the persons interacting with and serving public charter schools.

Hold regular charter school principal meetings with District personnel in specific areas of the organization to discuss and resolve issues of coordination, compliance, and best practice as they relate to the role of public charter schools in the District's operations.

Undertake its responsibility for oversight in a way that protects the public investment in public charter schools, transparently communicates expectations for each school, and preserves the autonomy of each school while honoring state charter school laws, including assuring openness to all eligible students.

Commitment Three

Partnership and transparency: Work and assist each other in partnership through the Compact effort to provide an excellent education for all students.

3.1 Joint Commitments:

Continue the spirit of the Compact and focus on specific issues of mutual concern and joint opportunities, and consider revisions and updates that will ensure the collaboration remains relevant, timely, and effective.

Continue to identify and revise language and practices that perpetuate the mistaken notions of "us and them."

3.2 Charter Commitments:

To the extent that the Charter School contracts for the use of District transportation, optimize opportunities to minimize transportation costs by coordinating school start and end times with the District.

Pursue grant funding in collaboration with the District where such opportunities are mutually beneficial.

3.3 District Commitments:

Ensure complete transparency regarding the calculation and distribution of the per pupil share of all eligible District expenditures and devote one annual meeting of the signatories to reviewing the services, functions and costs supported by the charters' annual administrative fee to the District.

Maintain annual identification of vacant or under-utilized facilities available for charter school use according to the District's facility disposition policy.

Develop and implement an equitable and transparent process for facilities assignment. To the extent allowed by state law, provide charter schools a preferential lease rate of District facilities in the amount of five (5) cents per square foot. This flat rate is for the lease of the facilities alone and does not include expenses incidental to the use and occupancy of the building such as custodial services, utilities and maintenance. Provide additional facilities-related incentives, as allowed by law, to those charter organizations that locate their schools in geographic Academic Enterprise Zones or that serve specific student subgroups in need, as determined by the signatories.

Investigate the possibility of establishing contracts for the District to serve particular special needs populations on behalf of charter schools and explore methods of helping charter schools recruit English Language Learners and students with varied special needs. Any such contracts must be at no cost and no risk of liability to the District.

Support full participation in District-wide interscholastic leagues and other extracurricular competitions subject to state regulation or statutory obligations.

Make available on a contractual and volunteer basis to charter, the District's food services, transportation services, and, where feasible, back-office functions.

Make available on a voluntary basis the benefits of school district economies of scale (contracts for purchasing supplies, products and services) as allowed by law.

Pursue grant funding in collaboration with charter schools where such opportunities are mutually beneficial.

Commitment Four

Public Engagement: Empower parents by offering meaningful choices for students and develop creative ways to engage families in the design and success of their school.

4.1 Joint Commitments:

Create an intra-district joint communication and marketing plan informing parents of the wide array of public school choices including charters, magnets, neighborhood schools, specialty schools, high school academies, and other public schools, intentionally sharing the message that the District is expanding and Improving options for students and families in the effort to create as many high performing models as possible and helping families navigate the choices simply and effectively.

Ensure that each school's registrar has contact information regarding all public schools and charter schools within the District's geographic boundaries for parents and students to seek information about school options.

4.2 Charter Commitments:

Review current policies, notices and student handbooks regarding students' rights to an education, ensuring that parents and students are aware of their rights to continued enrollment and their options under state law.

Remove barriers for all eligible students to attend public charter schools by offering information regarding school enrollment and pertinent data in all required languages and forms (i.e. no barriers to entry) in compliance with Title VI statutory and regulatory requirements.

Include in the school's annual report parent and student engagement practices including, but not limited to, parent hours, volunteer opportunities, surveys, parent and student satisfaction survey results, and parent and student support to share best practices regarding parent engagement and student leadership development and engagement strategies with other schools.

4.3 District Commitments:

Provide information about public charter schools on the District website and through District communications informing families of the charter school application process and timeline.

Conclusion

Because the sharing of information and regular and honest communication is the central feature of all productive collaborations, and because the educational needs of students require responsive and effective systems to ensure that every student graduates college and career ready, the signatories further commit to convene regular meetings, to monitor and validate District and charter performance in executing the Compact commitments, and publish annual reports regarding progress and challenges in implementation.

Gary Perceful, Board President, Tulsa Public Schools

Authorized Signatory, Charter School

Charter School Name